

International Education: Anti personnel Landmines



This activity is designed to supplement a lesson on the role of the United States in the world. Students will explore the specific problem of landmines in the world today. Required time: **two 45-minute class periods.**

I. Content:

I want my students to understand:

- A. The basic facts of existing landmines in the world today.
- B. The indiscriminate nature of landmines and the consequences of their use following armed conflict.
- C. The role the United States plays in this world issue in regards to the 1997 Ottawa Treaty.
- D. How public opinion may contribute to advancing humanitarian law.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Basic rules of International law – **See Student Handout #1**

III. Instructional Objective(s):

The student will:

- A. Understand why certain weapons that cannot discriminate and that cause unnecessary suffering are prohibited.
- B. Trace the consequences (ripple effect) of that use of landmines.
- C. Understand how public opinion and popular mobilization may contribute to advancing humanitarian law.

IV. Materials and Equipment

Teacher: “Focus on antipersonnel landmines” **Teacher Handout #1**
“Extension Activities” **Teacher Handout #2**
“Methods of Assessment” **Teacher Handout #3**
Large classroom map of the world
Stickpins

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Computer or poster paper
Colorful markers
Internet Computer access

Student: “What are the basic rules of international humanitarian law?”
Student Handout #1
“A look at anti-personnel landmines” **Student Handout #2**
Countries affected by landmines and unexploded ordinance”
Student Handout #3
“An interview with Mary Wareham” **Student Handout #4**
“The Ottawa Treaty” **Student Handout #5**
“Landmines keep killing” **Student Handout #6**
“Early success is reported for global treaty banning landmines”
Student Handout #7

V. **Instructional Procedure:**

- A. Refer to **Teacher Handout #1**
- B. The teacher will distribute **Student Handout #1** and read, review, and discuss the basic rules of IHL
- C. On a large classroom map, use large stickpins and the countries listed on **Student Handout #3**. Have the students locate the countries affected by landmines.
- D. Distribute copies of **Student Handouts #2, #4, #6 and #7** for students to read. Use **Teacher Handout #1** for discussion ideas.
- E. Brainstorm a list of facts from the Student Handouts. Then assign each student to design a colorful sign on computer or other poster paper of that fact. Display these facts in the room or in the hall. Use the Internet to research other facts concerning landmines and make additional signs. See the list of suggested websites in the follow up activities listed.
- F. Distribute **Student Handout #5** to the students and discuss the Ottawa Treaty.
- G. Students should then research on the Internet the number of countries in the world that signed the Ottawa Treaty using the websites listed in the follow up activities. List other countries in the world that have not signed this Treaty. Compile a list of reasons why the United States has not signed the Ottawa Treaty and another list of why the United States should sign the Ottawa Treaty using these same websites. Students share the results of their Internet search.
- H. Have the students stand on a spectrum that ranges from A (the United States signing the Ottawa Treaty) to Z (continuing the use, development, and production of landmines). Students should persuade the “centrists” to move from one side to the other with the various facts they have researched and the opinions that they have formed.
- I. Finally, have the students discuss how popular opinion can influence the role of IHL.

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VI. Assessment / Evaluation:

- A. Refer to **Teacher Handout #3**

VII. Idaho Achievement Standards:

- 9-12.G.5.1.2 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.
- 9-12.G.5.1.3. Describe the characteristics of United States foreign policy and how it has been made and implemented over time.
- 9-12.G.5.1.4 Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NAFTA, and the International Red Cross.

VIII. Follow Up or Extension Activities:

- A. Refer to **Teacher Handout #2**
- B. Show the videotape “One Step at a Time: The Campaign to Ban Land Mines” produced by Mines Action Canada, March 1998 (25 Minutes)
- C. Students can sign a poster to be displayed in the room or the hallway entitled “The People Treaty” that urges all countries to ban antipersonnel landmines.
- D. Students may write letters to government leaders, organizations, or the editors of local newspapers expressing their knowledge and view on this topic.
- E. Invite military personnel to the classroom to display and discuss the types and uses of land mines. The Idaho National Guard can usually supply speakers.
- F. Additional resources can be found at the following websites:
 - <http://www.mineaction.org/> United Nations site
 - <http://www.banminesusa.org/> International Campaign to Ban Landmines
 - <http://www.adopt-a-minefield.com/> Heather Mills/Paul McCartney site
 - <http://www.icbl.org/> International Campaign to Ban Landmines
 - <http://www.gva.icrc.org/eng/mines> International Committee of the Red Cross

Available in Arabic, English, German, Italian, Japanese, Portuguese, Russian and Spanish:

http://www.state.gov/www/global/arms/rpt_9809_demine_toc.html Hidden Killers: the Global Landmine Crisis (U.S. Department of State)
<http://www.icbl.org/lm/> Landmine Monitor

Available in English, French and Spanish:

<http://www.un.org/Depts/dpko/mine/index.html> The United Nations Mine Action Service
<http://www.hrw.org/campaigns/mines/1999/index.htm> Campaign to Ban Landmines (Human Rights Watch)

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- G. Humanitarian Law resources, refer to “Exploring Humanitarian Law” provided by The Red Cross. Contact: Michael Shaw @ mshaw@IdahoCities.org

Student Handout 1

What are the basic rules of international humanitarian law?

1 Attacks must be limited to combatants and military targets.

- 1.1 Civilians may not be attacked.
- 1.2 Civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) may not be attacked.
- 1.3 Using civilians to shield military targets is prohibited.
- 1.4 It is prohibited for combatants to pose as civilians.
- 1.5 Starvation of civilians as a method of combat is prohibited.
- 1.6 It is prohibited to attack objects that are indispensable to the survival of the civilian population (foodstuffs, farming areas, drinking water installations, etc.).

2 Attacks or weapons which indiscriminately strike civilian and military objects and persons, and which cause excessive injury or suffering are prohibited.

- 1.7 It is prohibited to attack dams, dykes or nuclear power plants if such attack may cause severe losses among the civilian population.
- 2.1 Specific weapons are prohibited – chemical and biological weapons, blinding laser weapons, weapons that injure the body by fragments which escape detection by X-rays, poison, anti-personnel land mines, etc.
- 2.2 It is prohibited to order or to threaten that there shall be no survivors.

3 Civilians wounded combatants and prisoners should be spared, protected and treated humanely.

- 3.1 No one shall be subjected to physical or mental torture, corporal punishment or cruel or degrading treatment.
- 3.2 Sexual violence is prohibited.
- 3.3 Parties to the conflict must search for and care for enemy wounded and sick who are in their power.
- 3.4 It is prohibited to kill or wound an enemy who is surrendering or who is hors de combat.
- 3.5 Prisoners are entitled to respect and must be treated humanely.
- 3.6 Taking hostages is prohibited.
- 3.7 Forced displacement of the civilian population is prohibited. What is called “Ethnic cleansing” is prohibited.
- 3.8 People in the hands of the enemy have the right to exchange news with their families and to receive humanitarian assistance (food, medical care, psychological support, etc.).
- 3.9 Vulnerable groups, such as pregnant women and nursing mothers, unaccompanied children, the elderly, etc., must be given special protection.
- 3.10 IHL prohibits recruitment and participation in hostilities of children below the age of 15 years.

Student Handout 1

- 3.11 Everyone is entitled to a fair trial (impartial tribunal, regular procedure, etc.).
Collective punishment is prohibited.

4 Military and civilian medical personnel and facilities (hospitals, clinics, ambulances, etc.) must be respected and protected and must be granted all available help for the performances of their duties.

- 4.1 The red cross or red crescent emblem symbolizes the protection of medical personnel and facilities. Attacks on persons or objects wearing the emblem are prohibited. Using the emblem falsely is prohibited.
- 4.2 Medical units and transports shall not be used to commit acts harmful to the enemy.
- 4.3 In the treatment of the wounded and sick, no priority should be given except on medical grounds.

Definitions

collateral damage: damage or loss caused incidentally during an attack undertaken despite all necessary precautions designed to prevent, or in any event to minimize, loss of civilian life, injury to civilians and damage to civilian objects

hors de combat: described combatants that have been captured, have been wounded or are sick or shipwrecked and thus are no longer in a position to fight

civilian: any person who is not a combatant (In case of doubt, person shall be considered to be a civilian.)

If and for such time as civilians take a direct part in hostilities, they become combatants and lose their protection.

civilian objects: any objects that are not military targets

If and for such time as civilian objects are used in support of military action, they become military targets and lose their protection.

combatant: person taking direct part in hostilities or member of the armed forces

military targets: combatants and objects which by their nature, location, purpose or use make an effective contribution to military action and whose destruction offers a definite military advantage.

Student Handout 2

A look at anti-personnel landmines

What are anti-personnel mines?

There are several hundred types of anti-personnel (AP) mines that have been produced by over 100 companies in 52 countries. They are intended to maim soldiers. When a mine is stepped on, a chain reaction is set in motion.

Generally speaking, there are two types of AP mines – blast mines and fragmentation mines. Blast AP mines are often less than 10 centimetres in diameter and are activated by the weight of a footstep. Fragmentation mines spray fragments across a large area. Some have a 25-metre-radius “kill zone” and can cause injury in a radius of up to 200 metres when played with. They blow off one or both hands at the wrist and cause damage to the chest and face, including the eyes.

What is the extent of the anti-personnel mine problem?

There are millions of mines lying in wait for victims throughout the world today. It is difficult to estimate how many because few accurate records were kept when mines were laid down. In Afghanistan, for example, millions of AP mines were scattered indiscriminately out of airplanes and trucks.

What are the social and economic costs?

According to the United Nations, it costs between US\$ 300 and US\$ 1,000 to remove a single mine. (To purchase an AP mine costs from US\$ 3 to US\$ 30.)

On average, 500 people fall victim to landmines every week. The International Committee of the Red Cross estimates that well over two thirds of mine victims must go into debt to pay for medical treatment, if it is available.

For most amputees, the cost of artificial limbs is more than they could ever pay. For instance, a child’s prosthetic device should be replaced every six months and an adult’s every three to five years. A child who is injured at the age of 10 will require at least 25 prostheses before reaching the age of 50. Since prostheses cost around US\$ 125 each, this amounts to a total of US\$ 3,125. In countries where the average per-capita income is between US \$15 and US \$20 a month, crutches are all amputees can afford.

In the absence of economic alternatives, some persons take the risk of labouring mined farming land or collecting firewood in mined forests. In Bosnia, for example, 30 percent of mine victims were injured in areas they knew were mined.

Are there other costs associated with the use of anti-personnel mines?

In addition to the physical injuries, accidents caused by landmines have serious psychological consequences. It is indeed very difficult for children, adolescents, and

Student Handout 2

even adults to overcome the physical handicap. There are also important consequences for families because landmine accidents can interrupt the schooling of children, reduce prospects of marriage and prevent adults from earning a living.

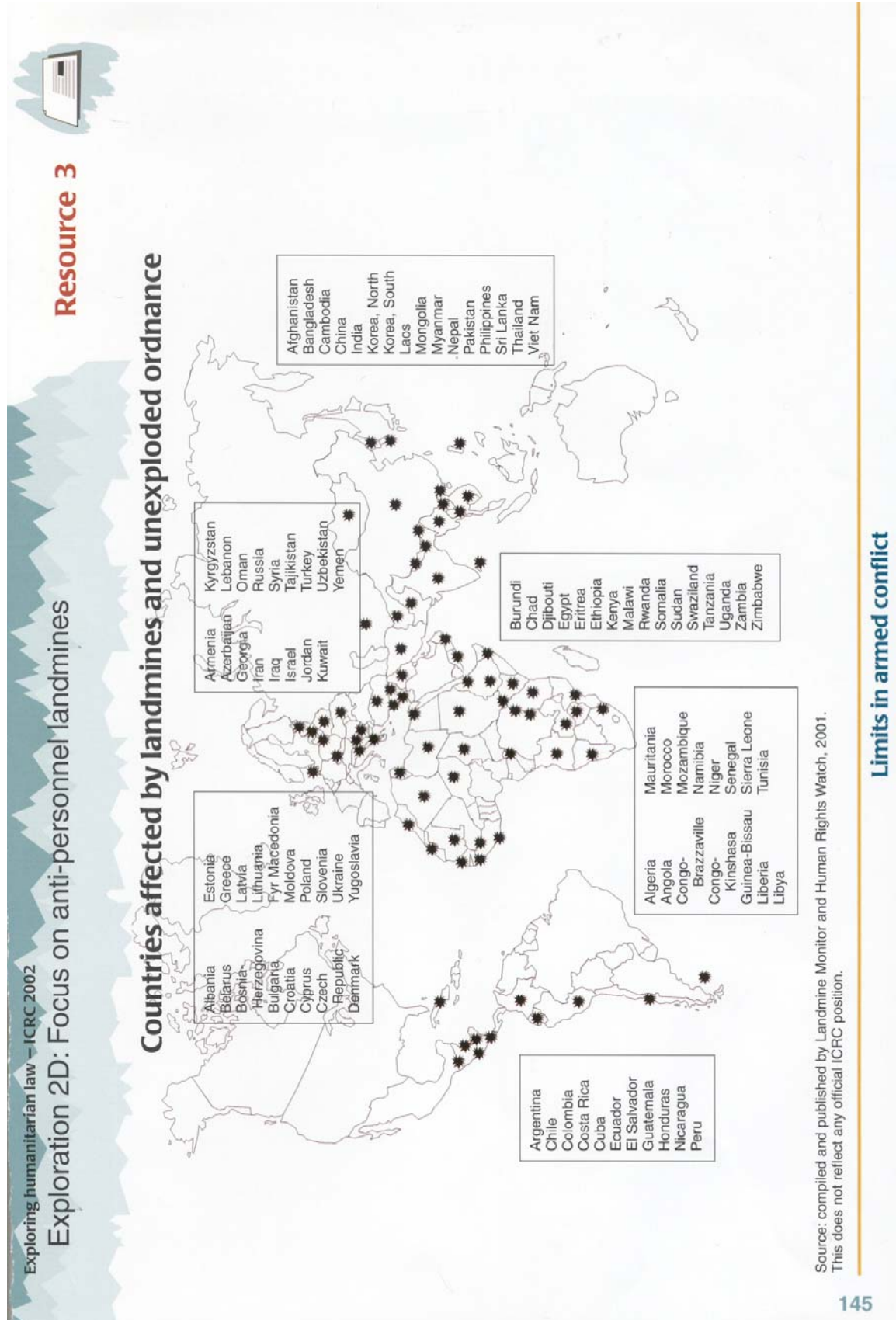
Landmines are also a serious obstacle to meaningful development in many of the world's poorest countries; fields, roads, bridges and entire communities have been mined as a result of the conflict. Also, landmines are increasingly being used as a weapon of terror against civilian populations in certain contexts. As a result, landmines compound refugee problems, lay waste to thousands of hectares of potentially productive farmland and interfere with transportation and communication. On top of that, the scarce resources of war-torn economies are used up by mine clearance efforts and by providing care for mine victims.

Rebuilding communities and economies is extremely difficult in these conditions. In many communities, recovery, reconciliation and long-term development are all but impossible.

Mine action

In order to address these issues, mine clearance, mine-awareness and victim assistance programmes are being implemented by various non-governmental organizations, the United Nations, the International Committee of the Red Cross and governments.

Sources: Safe-Lane Website <http://www.mines.gc.ca> and *To Walk Without Fear*, Oxford University Press



Limits in armed conflict

Student Handout 4

An interview with Mary Wareham of Human Rights Watch

What got you interested in landmines?

In New Zealand, we were very concerned in the 1980s about nuclear testing in the Pacific and ships with nuclear weapons and nuclear power. So I grew up with that. At university, I saw an article about landmines in the Bulletin of the Atomic Scientist, and I was really stunned at this weapon. So I did searches on it and I could find nothing. Here was this weapon that has killed more people than any of the other weapons combined and what's being done about it? So I got involved through the academic door, but I found it hard just to remain a neutral observer of the problem.

How old were you then?

I was a student just finishing off my university studies in Political Science. I put in a scholarship application to look at the landmine issue. At the same time, I wanted to know what my government was doing at the political, international and diplomatic level to address this issue in the disarmament sense.

I spent the first installment of my scholarship going to interview all of the people who were looking at this issue at that time, starting with Jody Williams and some of the other founders of the International Campaign to Ban Landmines. And I met with the Red Cross in Geneva and UNICEF in Geneva. I went with an empty bag and came back with a sack full of books and reports, and clippings and internal documents, which formed the basis of my thesis.

Was this more of an academic activity for you than a campaign or passion?

Yes, I wanted to look at it from a neutral perspective. So at a meeting of the New Zealand Campaign to Ban Landmines, I sat in the back with my notebook. They saw me and said, "Can you take our minutes for our meeting?" So I took their minutes. At the next meeting they said "Could you write our press release?" So, I wrote up their press release; and before I knew it, I was writing correspondence to parliamentarians, was appointed spokesperson and got sent to a Convention on Conventional Weapons treaty meeting in Geneva. (...) So I realized that this advocacy role was inevitable and by then I had made my personal decision that this weapon is abhorrent, indiscriminate and inhumane and that I should not be just undertaking an academic exercise – I could really be making a bigger difference.

What is different about the landmines campaign?

The key thing about the landmines campaign is that it is not owned by "experts". Our experts are the people who have been blown up by the weapon and have survived to tell this tale and by the people who go out every day to clear the weapon, as well as people like me who have researched it. This campaign belongs to ordinary people who make

Student Handout 4

extraordinary things happen. This campaign would be nowhere if it wasn't for people who really just cared about this issue and wanted to do something about it.

Why not leave it up to the diplomats?

Diplomats negotiate with other nations; they do so on instructions from their political leadership back in country. The political leadership is only going to give them instructions if they are forced to act by the people. So the only way to get diplomats to act is if there is prodding from public opinion in their countries. Campaigns have big grassroots exercises aimed at gathering huge amounts of petitions and presenting them in very public ways. They take politicians and parliamentarians into mine-affected countries and they work with the media. Anybody can organize these things.

But how does an ordinary person who cares about something know what to do?

Well, look at what happened in New Zealand. A person went to an international conference and came back and called a meeting. That is one thing you can do: just call a meeting and see who shows up. Call a meeting at your local school, at your university or in your town and get the different organizations there that you think might be interested in this issue. In NZ it was the United Nations Association, some of the war veterans associations, environmental groups like Greenpeace, humanitarian organizations like Save the Children and Oxfam and the local Red Cross Society. And just grab a place to meet and bring them together. When you start to get people together in a room and effectively look at the problem, you can develop a strategy to deal with it. And it happens on many different levels. And that is why it is important to have all those different constituencies around a table so they can contribute what they do best to setting about to deal with the problem.

Then we were very lucky because of the work of Jody Williams as coordinator of the International Campaign to Ban Landmines (ICBL), communicating what activities were taking place in countries all around the world – both by NGOs and by governmental organizations. People in this movement have learned a lot from what other people do, gained a lot of new ideas and strengths, and been able to undertake joint activities as well as go out there and do things on their own.

How did the NGOs work together with the countries?

At the very beginning of the campaign it was important to get coverage in the media, to raise public awareness. The clarity and simplicity of what we were calling for was important – a total ban on the use, production, transfer and stockpiling of anti-personnel mines. Then you leave it up to the people in each country to decide what they want to do in terms of working with their government. There's no kind of directive from above, but Jody visited a lot of countries. Having someone from outside come in raised the level of public and government attention. She would meet with the foreign minister, the prime minister, the speaker of the parliament, the minister of defence, as well as the host of the

Student Handout 4

country's campaign and NGOs. She would lay out "This is what people are doing internationally and this is where we'd really like to see your help".

Is this new kind of diplomacy (that involves smaller, less influential countries and NGOs) the way that IHL will develop in the future?

You're already seeing it being used in a number of ways (for instance, in the campaign to stop the use of children under the age of 18 as soldiers). There are many factors with the landmines campaign that cannot be directly transferred to other issues, but people can definitely use some of the lessons that we learned in shaping the future of IHL.

So what has this new diplomacy achieved?

Well, the treaty was open to signature in Ottawa, Canada, in December 1997, and 122 countries came to sign it; since then the number has risen to 139, which means that we still have got some 50 countries left to get on board the international treaty. But among those 139 countries are many former mine producers and many former major users of anti-personnel mines and we have not been able to find any evidence that States Parties are using landmines anymore.

We have an ambitious four-year deadline by when countries have to destroy their stocks of anti-personnel mines. An estimated 250 million anti-personnel mines are stockpiled in about 105 countries. That's a lot of mines to get destroyed, many of them housed in the non-signatories of the treaty (China has 110 million, and Russia has 60-70 million, and the United States has 12 million). But the stockpiles in countries that have signed are being destroyed.

Source: personal interview, October 2000

International Campaign to Ban Landmines (ICBL) Founding NGOs 1992

Handicap International
Human Rights Watch
medico international
Mines Advisory Group
Physicians for Human Rights
Vietnam Veterans of America Foundation

Steering Committee expanded to currently include

Afghan Campaign to Ban Landmines
Association for Aid and Relief
Cambodian Campaign to Ban Landmines
Colombian Campaign Against Landmines
German Initiative to Ban Landmines

Student Handout 4

Handicap International
Human Rights Watch
Kenyan Coalition Against Landmines
Landmine Survivors Network
Lutheran World Federation
Mines Action Canada
Norwegian People's Aid
South African Campaign to Ban Landmines

Source: International Campaign to Ban Landmines
(membership as of 2001)

**The Ottawa Treaty
18 September 1997**

***CONVENTION ON THE PROHIBITION OF THE USE, STOCKPILING,
PRODUCTION AND TRANSFER OF ANTI-PERSONNEL MINES AND ON THEIR
DESTRUCTION***

Article I

General obligations

1. Each State Party undertakes never under any circumstances:
 - a. To use anti-personnel mines;
 - b. To develop, produce, otherwise, acquire, stockpile, retain or transfer to anyone, directly or indirectly, anti-personnel mines;
 - c. To assist, encourage or induce, in any way, anyone to engage in any activity prohibited to a State Party under this Convention.
2. Each State Party undertakes to destroy or ensure the destruction of all anti-personnel mines in accordance with the provisions of this Convention.

Student Handout 6

Landmines keep killing

Vanna

[at the hospital]

Visitor:

How did it happen?

Vanna:

I was feeding the chickens:

Visitor:

When you treat them well and give them enough food, they make you money?

Vanna: *Yes.*

[going home]

Villagers:

Oh little one, my little girl, she's back.

Be brave, you will walk again like other children. Smile, look around, child.

I am going to take a look at her leg. It is new skin growing. The new skin looks better but she will have scars. The marks can be erased with medicine. The skin will grow in a natural way.

[with children in the water]

Girl helping Vanna:

Get the shoe. It's still dirty. You can put it on now.

Narrator

Here in Cambodia there are over 35,000 amputees, equivalent to one in every 230 members of the population. Many die outright from the wounds or bleed to death before they can get proper medical attention.

No one knows exactly how many mines have been laid around the world and how many victims they've claimed. It is estimated that there are still over 100 million mines waiting to be cleared. The problem stretches across every continent from Latin American to Asia.

Typical landmine injuries involve the loss of hands, arms, feet, or legs. Many people lose their eyesight, or suffer such trauma that they can never again live a normal life.

Student Handout 6

Mine victims rarely regain their livelihoods, and the social and financial cost of rehabilitation is often too high for communities to bear.

Landmine injuries never stop. A person who loses a leg at the age of 25 may require 10 artificial legs by the age of 65. A child may require a new leg every 6 months.

Landmines are a perverse use of technology. For poor countries, the costs in both human and economic terms are too heavy to bear.

The conflict in Somalia illustrates the range of landmine technology available to the military. Much of it is manufactured in the West. [points to mines] Egyptian, Belgian, British, Pakistani, Russian, American and Czechoslovakian. These two here are causing the major problems with children. There are literally thousands of them laid.

Mine clearers have to probe the ground inch by inch because metal detectors are useless against modern plastic mines. It can take a three-man team up to a month to clear an area the size of a tennis court.

While some mines can be bought for less than a dollar, it can cost a thousand dollars to clear a single mine. Training enough people to rid a whole country of mines will take years and cost a fortune.

Opinions on how to address the problem of landmines range from calls to ban the export of mines to tighter international measures governing their use in both conventional warfare and internal conflicts.

Amelia

[in a village]

Twelve-year-old Amelia is blind and disabled. She's one of the countless victims of anti-personnel mines. Like many children her age, Amelia used to gather firewood for cooking. But the enemy was there lying in wait; and one day, in a split second, her life was shattered.

[at a rehabilitation hospital]

This is where Amelia comes regularly to learn how to walk again and to live with her disability.

Student Handout 7

Dateline: September 2000

Early success is reported for global treaty banning landmines

A global treaty banning the use of landmines has had considerable success in its first year and a half, but there are still major problem areas (...) according to a report made public today by an organization opposing mines. (...)

The report was produced by the International Campaign to Ban Landmines, which won the Nobel Peace Prize for its work in 1997. The report will be presented next week at a Geneva meeting of countries that have ratified the landmine treaty.

The 1,121-page report found that trade in the weapons has almost completely halted, and that no shipments of landmines were recorded this year or last.

Since the treaty went into effect on March 1 last year, 10 million stockpiled anti-personnel mines have been destroyed, bringing the total so far to 22 million, the report said. It also estimated that more than 250 million mines remained stockpiled in 105 nations. (...)

Estimates of deaths and injuries were “sketchy and incomplete”, the study conceded, but it found marked decreases in Afghanistan, Bosnia, Cambodia and Mozambique.

Still, new landmine victims have been recorded in 71 countries, more than half of them at peace, it said. (...)

Since the treaty went into effect, the weapons are likely to have been used in 20 conflicts, by 11 governments and 30 rebel groups, the report said.

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Teacher Handout 1

Focus on anti-personnel landmines

In this exploration, learners look in depth at the consequences of an indiscriminate weapon and at the challenge posed for international humanitarian law (IHL) by the continuous development in weaponry that results in new ways of inflicting suffering.

1. Rationales for prohibiting certain weapons (15 minutes)

Have students reconsider this question from the introductory exploration:

- “Should any weapons be prohibited in armed conflict? Which ones? Why?”

1. *In any armed conflict, the right of the Parties to the conflict to choose methods or means of warfare is not unlimited.*
2. *It is prohibited to employ weapons, projectiles and material and methods of warfare of a nature to cause superfluous injury or unnecessary suffering.*

- Art. 35, Additional Protocol I of 1977

Possible questions:

- What does indiscriminate mean? What does targeted mean?
- What is the difference between “missing the target” and “indiscriminate”?
- What are some weapons that cannot discriminate?

[For example: anti-personnel landmines, chemical weapons. . .]

Discuss the difference among:

- ✓ Lawful and unlawful targets in armed conflict
- ✓ Missing a target
- ✓ Being able to control whether the weapon will hit the intended target
- ✓ Having no control over whom or what the weapon will eventually hit

2. Landmines and consequences (30 minutes) – (If available)

The video “Landmines keep killing” illustrates the damage caused by anti-personnel landmines and allows learners to trace the consequences of their use on individuals, their families, communities and countries.

After the first viewing, allow time for learners to express their reactions.

Teacher Handout 1

Then explore what they have learned:

- How do landmines work?
- How did these victims get injured by landmines?
- What do you want to know now about landmines?

Focus the second viewing on the chain of consequences for the individual: physical/medical, educational, social, economic, psychological.

Level of analysis	Type of consequence				
	Medical	Education	Social	Economic	Psychological
Individual					
Family					
Community					
Country					
World					

The discussion may then be extended to the ripple of consequences.

Possible questions:

- Do you see one consequence leading to others?
- Who else is affected? In what ways? What consequence might that have?

[For example: How does the victim's physical trauma (such as lost limb or blindness) impact the family's or community's economic situation? Social situation? Psychological well-being?]

- When you trace out the ripples, what consequences do you see for the world?

3. The picture worldwide (20 minutes)

Use the fact sheet “A look at anti-personnel landmines” (**Student Handout #2**) and the map “Countries affected by landmines” (**Student Handout #3**) to examine the scope of the problem.

Possible questions:

- What does the “world picture” add to the personal impact seen in the video?
- Who is responsible for the use of landmines?
[manufacturers, governments, soldiers. . .]
- What can be done about landmines?
[For example: mine clearing, ratification of the international treaty, education programmes to raise awareness of danger, rehabilitation for victims . . .]

Teacher Handout 1

4. What does it take to make international law? (25 minutes)

Brainstorm:

What can people who are **not** government officials do to the strengthen IHL?

Prompts:

- Non-governmental organizations (NGOs) and the role they play
- How media and popular culture influence opinion

Use the “Interview with Mary Wareham” (**Student Handout #4**)

- How did ordinary people get people in power to listen?
- What hurdles did they overcome?
- What effect has the Ottawa Treaty had?
- Do you know anyone who has participated in the campaign to ban landmines?
What did he or she do?
- Do you know of any other weapons that may present similar problems?

Extension Activities

Math

Assign a “A look at anti-personnel landmines” (**Student Handout #2**) prior to studying the scope of the impact of landmines. Make a math problem assignment (adjusted to your students’ ability) to accompany it.

Sample assignment

Using the numerical figures in the reading, find answers to these math problems and explain your calculations.

1. On average, how many people per year are victims of landmines?
2. What is the range of estimated cost to remove all the mines already deployed around the world?
3. What is the ratio of purchase price per mine to the cost of removal per mine?
4. How many landmine amputees could be estimated to go into debt to pay for medical treatment?
5. How much will it cost to provide a six-year-old child with the use of an artificial limb until the age of 18?
6. If the parents of that six-year-old child earn \$40 a month for a family of four, what percentage of the family’s yearly income will be spent on the child’s artificial limbs alone?
7. Make up a math problem of your own.

History

In connection with an armed conflict under study in the history curriculum, examine the nature of the weapons used:

- What scientific or technological developments made them possible?
- How did combatants view their use?
- What expectations, rules or customs influenced their use?

Science

Explore the role of technological change in means of warfare.

- What influences how indiscriminate a weapon is?

Teacher Handout 2

Local organizations

Identify an organization in your area or country that is involved in mine clearance, landmine awareness programmes or in medical or psychological assistance to victims of landmines. Find out about their work and present this information to the others.

Designing a plan of action for a mine-affected village

- What needs to be done in this village to help mine victims and to prevent more mine accidents?

The village was on the front line during the war. As the army occupying the village wanted to prevent the rebels from coming back into it for food and supplies, they mined the surrounding forest. Today the war is over, but the mines remain. The inhabitants of the village know that the forest is mined but depend on it for firewood for heating and cooking. As a result, they are killed or wounded when they enter the forest to gather wood. There are also former checkpoints in the village that were not cleared of mines when the army left. Although they have been marked with the sign “Danger! Mines!”, children still play in these areas.

In groups, design a plan that would help address these problems. The plan can include medical assistance, mine clearance, mine-awareness education (in school, with adults in the village, etc.) and rehabilitation programmes. For who is each of these being designed?

Present your plan to the rest of the group. Make a map of the village to present the situation.

Methods of Assessment

▲ On going assessment:

Exploring humanitarian law provides teachers with daily opportunities to find out what their learners are learning and what misconceptions they may have. Active pedagogies, such as class discussion, small-group work, brainstorming and role playing all provide such opportunities.

Take five minutes at the end of class to have learners write one or two sentences on the questions: “What did I learn today?” and “What questions do I have?” Read through the responses and use them to build on learner knowledge and clarify misconceptions for the next lesson.

▲ Portfolio of learner work:

Throughout the module, learners are asked to interview people, take a position on an issue and defend it with examples, illustrate concepts with poems, plays or artwork, or write a research paper on a particular topic in depth.

Keep a folder or portfolio for each learner, with drafts of written work, artwork, interviews, news clippings that they have contributed to class. Periodically go over the learner’s work with him or her to monitor progress in understanding international humanitarian law.

Post learners’ work on the wall.

▲ End-of-module questions:

After lesson is completed, you might want to devote the last lesson to a written assessment of what learners have learned. You could do this with one essay question (20-30 minutes) and two or three short-answer questions (10 minutes each).

1. Essay questions: Choose one.

- What is IHL and why was it developed?
- What is the relationship between IHL and human rights law? (What are the similarities and differences between the two?)

2. Short-answer questions: Choose two.

- Identify three ways that civilians are protected by IHL.
- Give four consequences of children being soldiers.
- Say why indiscriminate weapons should be outlawed, and give two examples of such weapons.

Media page

Objective: to encourage learners to link what they are learning about IHL to information in the media about war-related situations

1. Find a news report that relates in some way to IHL.
2. Circle or underline three to five words that relate to IHL. (For example: civilians, landmines, refugees, child soldiers...)
3. Relate each word to what you have learned and discussed in the *Exploring humanitarian law* programme.
4. How is human dignity at risk in the situation presented in this article?
 - Whose human dignity is at risk?
 - What, if any, rule applies in this situation?